

Key Events in Alexander's Military Career

Background Information About Alexander the Great

Alexander the Great was born in 356 B.C.E. in the kingdom of Macedonia, north of mainland Greece. Although he lived only to the age of 32, he ruled the largest empire the world had ever seen, stretching from the Mediterranean Sea to the Indus River. Alexander was a strong military leader, and he conquered many foreign lands with the powerful army his father had left to him. He failed to designate a legitimate heir to succeed him after his death. He died in Babylon (present-day Iraq) in 323 B.C.E. The divided empire he left behind quickly crumbled as various groups fought to control its vast lands.

Event A: Alexander in Thebes

In 335 B.C.E., the Greek city-state of Thebes revolted and declared its independence from Macedonian rule. Alexander the Great, ruler of Macedonia and all of Greece, traveled to Thebes with 30,000 troops to crush the revolt. Alexander's forces were more experienced than the Thebans, and also greatly outnumbered them. While the Thebans fought with determination, Alexander's army eventually defeated them. After the battle, Alexander's troops destroyed the city.

Event B: Alexander in Egypt

In 332 B.C.E., Alexander the Great and his forces arrived in Egypt. The Macedonian forces met no resistance when they entered the country, and the Egyptians enthroned Alexander as king, or *pharaoh*. In early 331 B.C.E., Alexander made a journey to a desert oasis, where he claimed the Oracle of Ammon identified him as the true son of the Greek God Zeus. Before he left Egypt, Alexander founded a new city northwest of Memphis, and named it after himself: Alexandria. The city later grew to become a center for culture and learning for several hundred years.

Event C: Alexander in Persia

In 334 B.C.E., Alexander the Great set out to conquer the Persian Empire, the most powerful empire in the ancient world. Thousands of Macedonians and Persians were killed in the numerous battles in Persia. At the Battle of Issus, Alexander's forces defeated the Persian army led by King Darius III. After capturing and destroying the Persian capital of Persepolis, Alexander became the unquestioned ruler of the Persian empire. While he ruled, he appointed many Persians as governors in his conquered territories and allowed the Persians to continue practicing their customs and beliefs.

Event D: Alexander in India

In 327 B.C.E., Alexander the Great led his forces across the Hindu Kush mountains and entered India. Over the next three years, his troops fought many battles to conquer various Indian rulers. Both the Macedonians and the Indians suffered heavy casualties. During his time in India, Alexander closely questioned the *Brahmins*, or holy men, to learn about Hinduism. After a victory at the Battle of the River Hydaspes, Alexander's troops began the long journey home to Macedonia.

Alexander the Great: Hero

Background Information

Event A

Event B



Event C

Event D

Alexander the Great: Villain

Background Information

Event A

Event B



Event C

Event D

Name: _____ Section: _____ Date: _____

SOCRATIC SEMINAR

ALEXANDER THE GREAT: HERO OR VILLAIN

PART 1: TAKE A POSITION

After reading about your event and listening to the presentations from the perspective of the conqueror and the conquered, what do you think about Alexander? Is he more of a hero or a villain? You have 5 minutes to write your thoughts. They should be clear and supported by the evidence you collected on your guided notes.

PART 2: CAUCUS

A caucus is when people who think the same way meet to discuss their position. Caucus with one or two other people who took the same position as you. What are your most convincing reasons that Alexander the Great is a hero or a villain? These should be general statements that are not specific to Alexander the Great.

Name: _____ Section: _____ Date: _____

Once you pick your three most convincing reasons, try to find three specific pieces of evidence that support your reasons. These could be specific events, facts, or accounts by certain people. Let me know if you would like paper copies of any of the events.

Reason 1: _____

Evidence 1a: _____

Evidence 1b: _____

Evidence 1c: _____

Reason 2: _____

Evidence 2a: _____

Evidence 2b: _____

Evidence 2c: _____

Reason 3: _____

Evidence 3a: _____

Evidence 3b: _____

Evidence 3c: _____

Name: _____ Section: _____ Date: _____

PART 3: ARGUE! (SORT OF)

Remember, in order to argue successfully, you have to have an idea of what the other side said. This involves active listening. Here, please write down the major ideas you hear from your opposition. Leave some space between the arguments.

OPPOSITION ARGUMENTS (PART 3)	REBUTTAL (PART 4)

PART 4: REBUTTAL

Go back to your caucus from part 2. Share the arguments you heard from the opposition and listen to what the members of your caucus heard (from part 3). Did a member of your caucus hear different arguments than you wrote down? Take a moment to add them to your list.

In your caucus, come up with ways you would refute, or prove wrong, the reasons the opposition gave to support their argument. You could do any of the following:

- give conflicting information
- question the value of the evidence used to support the reason
- provide a new context for the information they used
- show that the evidence is too specific and does not represent the man

Name: _____ Section: _____ Date: _____

PART 5: SOCRATIC SEMINAR

Going into the Socratic Seminar, what do you think? Do you feel strongly about your position or are you open to alternative viewpoints? What has been most influential about your feelings on this topic so far? You have 5 minutes to respond before the Seminar begins.

Select two goals you would like to meet during this Socratic Seminar.

- | | |
|--|--|
| <input type="checkbox"/> Yield to another to share talk time | <input type="checkbox"/> Disagree agreeably or in a neutral tone |
| <input type="checkbox"/> Refer to detail in the text | <input type="checkbox"/> Respond to what someone else says by adding or refuting |
| <input type="checkbox"/> Consider multiple points of view | <input type="checkbox"/> Ask questions, clarifying or open-ended |
| <input type="checkbox"/> Speak out of uncertainty | |

As we participate in the Socratic Seminar, use the following guided note sheet to keep track of what was said. After the seminar, you will need to pick two things that were said to which you can respond.

Idea 1: _____

Idea 2: _____

Name: _____ Section: _____ Date: _____

Part 5: Socratic Seminar

As you listen, complete the chart below. Write the name or initials of the speaker and then write a short summary of what was said. You may use note form.

NAME/INITIALS	SHORT SUMMARY

Put a star next to the two ideas you found most interesting or infuriating. Write your response to these ideas in the space under Part 5 on the preceding page.

Name: _____ Section: _____ Date: _____

PART 6: ESSAY

Write a persuasive essay about whether or not you think Alexander the Great is a hero or a villain. You may change your position from the one you held before the Socratic Seminar. To make sure your essay has adequate support, start by completing this outline.

I believe Alexander was more of a _____. I think this because he...

Reason 1: _____

Evidence 1a: _____

Evidence 1b: _____

Reason 2: _____

Evidence 2a: _____

Evidence 2b: _____

Reason 3: _____

Evidence 3a: _____

Evidence 3b: _____
